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Mrs J Leishman  
Headteacher  
Anston Park Junior School  
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Dear Mrs Leishman

Ofsted survey inspection programme – Design and Technology

Thank you for your hospitality and co-operation, and that of your staff, during my visit on 6 March 2008 to look at work in Design and Technology (D&T).

The visit provided valuable information which will contribute to our national evaluation and reporting. Published reports are likely to list the names of the contributing institutions but individual institutions will not be identified in the main text. All feedback letters will be published on the Ofsted website at the end of each half-term.

The evidence used to inform the judgements made included: interviews with staff and learners, scrutiny of relevant documentation, analysis of pupils' work and observation of lessons.

The overall effectiveness of D&T was judged to be satisfactory, confirming your self evaluation.

Achievement and standards

Achievement and standards in D&T are satisfactory.

- Pupils start in Year 3 with average skills and capability in D&T. They make satisfactory progress and standards are average by the end of Year 6. D&T capability is systematically developed using an appropriate range of materials such as textiles, food, wood and clay to design and make products. Electronic and mechanical components are effectively used in project work, for example when making models of jitter creatures and siege machines.
- Work seen from a recent residential course on problem solving and enterprise supported the development of D&T capability well. The school

has rightly made the improvement of design skills such as evaluating ideas and prototypes a key priority for future development.

- Pupils especially enjoy engaging in the creative and practical aspects of D&T and speak positively about the creative risks and challenges the subject presents.

### Quality of teaching and learning

The quality of teaching and learning in D&T is satisfactory.

- Making skills are consistently taught across the year groups. Pupils work with precision and accuracy, for example in Years 3 and 4 when designing and making models of Tudor furniture and in Year 6 when making models of boats to escape from a desert island.
- More progressive teaching of design skills is an area for development, particularly when evaluating the effectiveness of individual ideas and design proposals. Teachers' subject knowledge makes sure pupils can make products which reflect individual thoughts and ideas.
- The school acknowledges that giving feedback on how to improve D&T work more consistent across year groups is another priority. There is good practice, for example, in Year 6 which is being shared across the school.

### Quality of the curriculum

The quality of the curriculum is satisfactory.

- The curriculum is effectively planned to meet national programmes of study and the needs of the pupils. They use a sound range of tools, components and equipment to realise their designs and QCA units are successfully aligned with topic and project work.
- Recent revisions to the curriculum are well set to further improve progress and raise achievement in D&T. A new emphasis on consistently developing key skills across all year groups has recently been introduced.

### Leadership and management of D&T

Leadership and management of D&T are satisfactory.

- Examples and records of D&T work are effectively used to provide evidence of performance over time. The school accurately evaluates leadership and management at all levels of the subject to be satisfactory overall.
- The subject is moving forward and the school is expecting improvement in achievement and standards as a result of the recent changes made, for example to the curriculum. Management capacity to ensure D&T can thrive is good at a time when it has to face many other priorities.

## Inclusion

Boys and girls are effectively included in the full range of D&T activities. Support for pupils with learning difficulties and disabilities in D&T is good and they are equally involved in all aspects of work.

Areas for improvement, which we discussed, included:

- developing the effectiveness of key design skills such as analysis and evaluation
- giving feedback to pupils on how to improve their D&T work more consistent across the year groups.

I hope these observations are useful as you continue to develop design and technology in the school.

As I explained in my previous letter, a copy of this letter will be sent to your Local Authority and will be published on the Ofsted website. It will also be available to the team for your next institutional inspection.

Yours sincerely

Paul Hancock  
Her Majesty's Inspector